



Newbald Primary School :

W R I T I N G

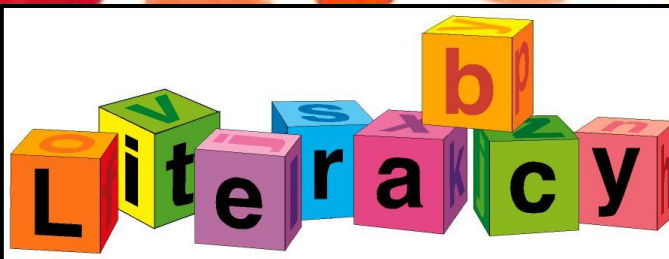
R E A D I N G

EYFS - Class 1 - Framework



BIRTH TO THREE

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.



THREE AND FOUR YEAR OLDS

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

RECEPTION

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

EARLY LEARNING GOALS

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

WRITING PROGRESSION THROUGH EARLY YEARS

NURSERY

Mark making

Drawing enclosed shapes

Giving meaning to marks made

Sequence letters of names

Writing name

RECEPTION

Write recognisable letters to represent sounds

Initial sounds

Represent sequence of sounds within words (multiple sounds within a word)

Phonetic words

Simple sentences including spaces, writing left to right, full stops and capital letters.

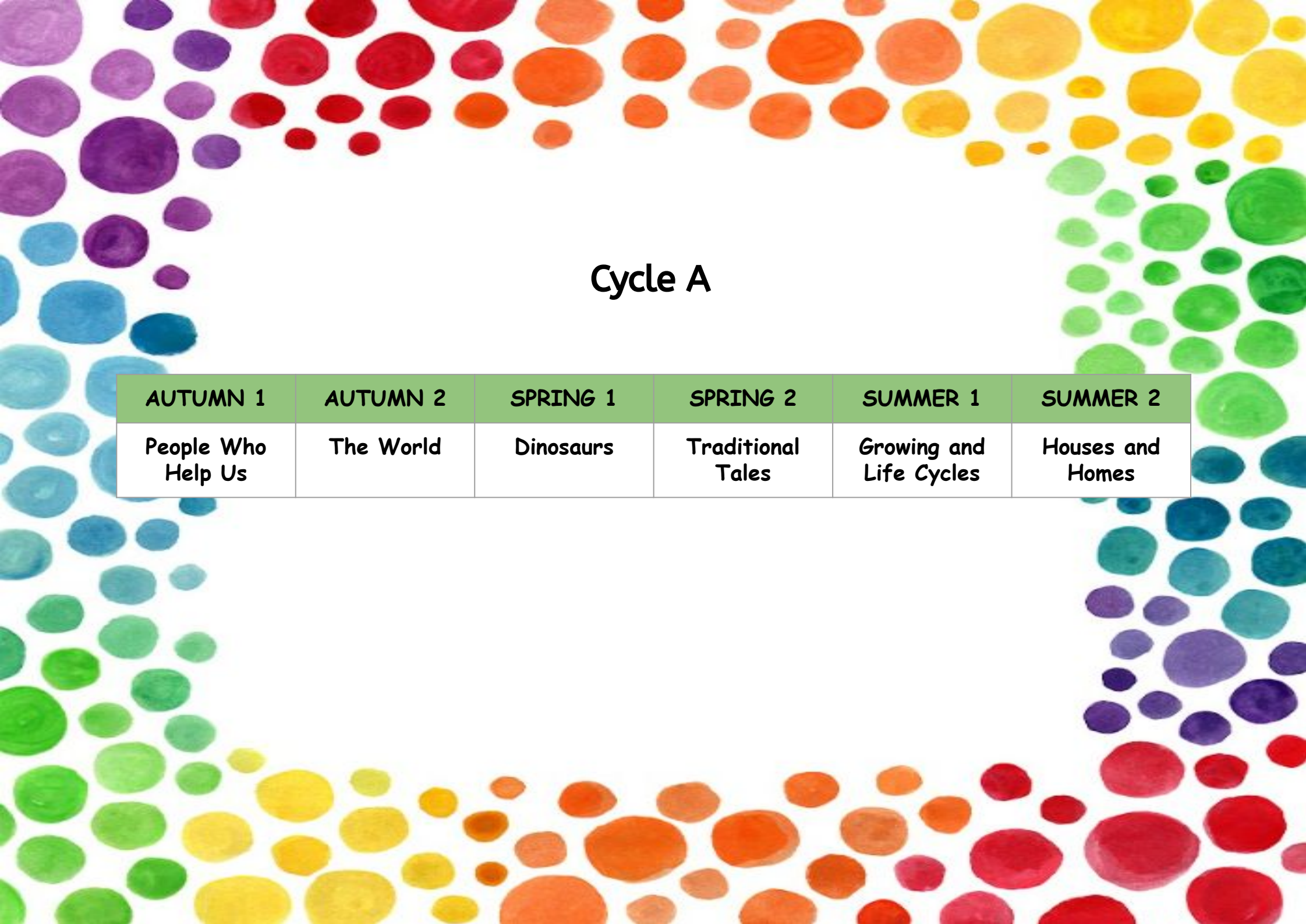
Non-phonetic words including red words and common exception words

TEXT TYPES

- Labels
- Captions
- Instructions
- Stories
- Fact files
- Recounts
- Letters
- Poetry
- Riddles

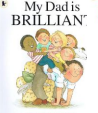
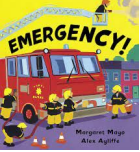
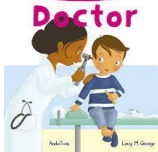
All text types develop as phonic knowledge and writing skills build during a child's writing journey.

- Picture mats
- Picture sequencing
- Oral retell
- Initial sounds
- Key words
- Sentences



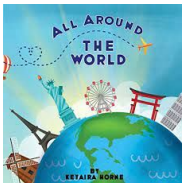
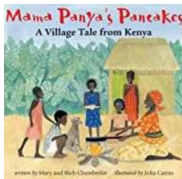
Cycle A

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
People Who Help Us	The World	Dinosaurs	Traditional Tales	Growing and Life Cycles	Houses and Homes

AUTUMN 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
People who help us		Settling In Starting school stories For example:  	Non-Fiction My Dad is brilliant/My Mum is fantastic  	Familiar Themes Emergency 	Rhythm & Rhyme/ Non Fiction Flashing Fire Engines/Firefighters  	Traditional Tale The Little Red Hen (Link to Harvest & farmers) 	Non-Fiction & Fiction Police Officer/ Officer George  	Non-Fiction/Fiction Doctor 	Non-Fiction Ambulance & Air ambulance Crew 
Key Vocabulary		New, change, then, now friends, teacher, headteacher, timetable, classroom, hall, office, playground, field	The world, people, places, similarities, differences,	Emergency, 999, flashing, police car, ambulance, siren, crane, launch, lifeboat, fire-fighting, planes, flood, fire, inflatable, boats, rescue, tossing, fire engine, hoses, helicopter, winch, breakdown truck, towing	rescue blaze, fire alarm, helmets, crew, hose, gear, nozzle, flames, water tank, masks, ladder, platform, extinguisher, control room, dispatcher, equipment, fire & rescue boats, oxygen, chemicals, protective clothing, fire exits, fire extinguishers, smoke alarms,	Harvest - food, farmers, share, feed, hungry, help, survive, fair	Police officer, PC, uniform, protect, community, shift, sergeant, patrol, crime, directions, arrest investigate, handcuffs, radio, forensics, dog handlers, station, custody	Doctor, receptionist, patient, X-ray, hospital, injections, stethoscope, symptoms, thermometer, otoscope, prescription, medicine, nurses, body parts	Ambulance, crew, paramedics, helicopter, air ambulance, pilot, control room, dispatcher, radios, first aid, treatment, uniforms

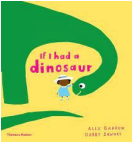
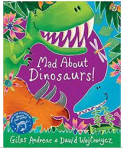
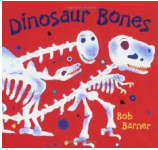
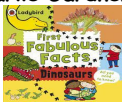
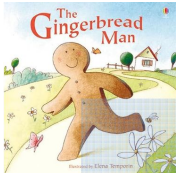
NURSERY	Guided Read	To enjoy sharing books with an adult. To pay attention and respond to the pictures or the words. To handle books with care. To read books turning pages, from left to right.							
		To enjoy stories & rhymes, tuning in and paying attention. To engage in extended conversations about stories, learning new vocabulary. *Listen to stories about starting school/school activities and people. *Learn the names of different people/places in our school.	To engage in extended conversations about stories. *Recall the main points from the story. Relate to their own experiences/families - What can my mum/dad/ other people who help me do?	To engage in extended conversations about stories, learning new vocabulary. To develop their phonological awareness, so that they can: spot and suggest rhymes. To read their own names and the names of familiar people. *Recall and retell the different emergencies and who helps. *identify repetition & rhyme. *Read own name in the environment.	To enjoy rhymes, tuning in and paying attention. To say some of the words in rhymes. *Read and re-read, children joining in with repeated refrains/beginning to tune rhyme. *Discuss vocabulary from the story - hose, helmet, siren etc. *Sing 5 little firefighters.	To identify the characters, setting and main events in the story. To engage in extended conversations about stories. *Talk about the characters in the story. What would they do if they were the LRH? *Retell the story using puppets.	To engage in extended conversations about stories, learning new vocabulary. *Consider what the characters may do at different points in the story. *Link to their own knowledge & experiences/ feelings.	To engage in extended conversations about stories, learning new vocabulary. *Talk about their own experiences of seeing a doctor or nurse. *Talk about how the doctor helps people in the story. *Role play doctors & nurses.	To know that non-fiction texts share information. To learn new vocabulary. *Identify the features of the non-fiction text. *Find out about the role of ambulance crew and the air ambulance.
	Guided Write	To enjoy drawing freely. To add some marks to their drawings, which they give meaning to. For example: "That says mummy."							
		To enjoy drawing and painting freely. To know that text carries meaning. *Paint self portrait for our class members display. *Shared writing class rules.	To give meaning to the marks I make. To use a comfortable grip with good control when holding pencils. Draw pictures of their family.	To write some or all of their name. *Use bottle tops to name cards and sequence the letters. Write names in sand.	To begin to draw enclosed shapes to represent a fire engine. *Draw their own fire engine and talk about its features to compose a caption.	To write some or all of their name. *Use bottle tops to name cards and sequence the letters. Write names in sand.	To use a comfortable pencil grip with control. To compose a caption. *Draw a picture of Officer George or his police car and talk about the features to compose a caption.	To write some or all of their name. *Use bottle tops to name cards and sequence the letters. Write names in sand.	To draw enclosed shapes To give meaning to the marks I make. Draw their own ambulance and talk about it's features to compose a caption.

AUTUMN 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
R E C E P T I O N	Guided Read	To enjoy stories & rhymes, tuning in and paying attention. To engage in conversations about stories & extend vocabulary. *Listen to stories about starting school/school activities and people. *Learn the names of different people/places in our school.	To engage in extended conversations about stories. *Recall the main points from the story. Relate to their own experiences/ families - What can my mum/dad/other people who help me do?	To engage in extended conversations about stories, learning new vocabulary. To develop their phonological awareness. To understand that text carries meaning & read their own names and other labels. *Recall and retell the different emergencies and who helps. *identify repetition & rhyme. *Read own name & emergency vehicle labels.	To engage in extended conversations about stories. To enjoy rhymes, tuning in and paying attention. To know non-fiction books share information. *Recall the sequence of events in the story. *Use new vocabulary to talk about firefighting - siren, hose, pump, mask etc. *Use the non-fiction text to find out more about the role of firefighters.	To identify the characters, setting and main events in the story. To engage in extended conversations about stories. *Talk about the characters in the story. What would they do if they were the LRH? *Retell the story in sequence.	To engage in extended conversations about stories, learning new vocabulary. *Consider what the characters may do at different points in the story. *Link to their own knowledge & experiences/ feelings.	To engage in extended conversations about stories, learning new vocabulary. *Talk about their own experiences of seeing a doctor or nurse. *Talk about how the doctor helps people in the story. Role play doctors & nurses.	To identify the characters, setting and main events in the story. To use and understand recently introduced vocabulary. *Identify the features of the non-fiction text. *Find out about the role of ambulance crew and the air ambulance.
	Guided Write	To write their first name. To ascribe meaning to marks. I am beginning to write recognisable letters in my mark making.							
		To enjoy drawing and painting freely. To know that text carries meaning. *Paint self portrait for our class members display. *Shared writing class rules.	To distinguish between letters and words. To know that letter are used to form words. Use bottle tops to name cards and sequence the letters. Draw pictures of their family. Write names to label picture.	To begin to write their first name. To identify initial sounds in words. *Write name using name card if necessary on pictures etc. *complete matching activity and identify initial sounds for emergency vehicles - i.e. 'p' for police car, 'a' for ambulance. *Draw their favourite emergency vehicle & write the initial sound that they hear/label their picture.	To represent a story in pictures. To match pictures to text labels. To compose a question. * Use pictures from the story to create a story map. *Match pictures of firefighting equipment to labels. *Model & shared write questions to ask the firefighters when they visit.	To use some letters to begin to write labels. To write instructions for making bread and jam. *sequence the events in the story, adding labels or captions using phonic knowledge. *sequence instructions for making bread & jam.	I can label a picture using subject specific vocabulary. I can distinguish between letters and words. *match the labels to the police officers uniform/equipment. *Identify the labels by the sounds and number of words.	To give meaning to marks I make. To create our own 'emergency' story To draw pictures to represent their ideas. *Compose a story with a beginning middle & end. *draw a story map of the events in the story.	To ascribe meanings to marks. To use some letters to begin to write labels. *Consider which of the roles they would like the most - draw a picture of themselves in the role and write a caption - 'I would like to be a...'

AUTUMN 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The World	Non-Fiction All around the World 	Rhythm & Rhyme Moon 	Non fiction Bear Facts 	Fiction Mama Panya's Pancakes 	Fiction The Great Paper Caper 	Fiction Jesus's Christmas Party 	Poetry Christmas 
Key Vocabulary	World, places, countries, flag, nations, landmarks	World, land, sea, ocean, river, mountain, plain, desert, jungle, forest, day, night, sun, moon	Species names, habitat, diet, locations	Africa, Kenya, language, ingredients, culture, tradition https://www.elsonjunior.co.uk/wp-content/uploads/files/Mama-Panyas-Pancakes-Book.pdf	Recycle, reuse, sustainability, responsibility	Christmas, nativity, Bethlehem, Jesus, manger, stable, angel, shepherd, wise men, journey, birth, special	List, rhyme, rhythm Christmas items

N U R S E R Y	Guided Read	To ask questions about the book. Make comments and shares their own ideas. To pay attention and respond to the pictures or the words. To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.						
		To recall key events from the story. To respond to what they have heard and answer questions about the story. *Listen with interest and talk about the story. *Talk about what they could visit in different places around the world.	To identify information about the world in text. To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Think about what we could find out about the world from the text. *Use the text to find out about the different places within our world.	To know that non-fiction books can be used to find information. To use new vocabulary from the text. *Use the non-fiction texts to find out about bears around the world. *Find key information in the non-fiction texts. To be able to talk about what they have learned from the text.	To recall key events from a story. To sequence events from the story and retell in their own words. *Listen with interest and talk about the story. *Sequence pictures from the story. Retell using the picture sequence.	To recall key events from a story. To share ideas about what might happen in the story. *Listen with interest and talk about the story. *Make predictions about what will happen next. *Talk about the problem in the story and how it was resolved. *Think about the theme of the story and the importance of sustainability.	To identify the characters, setting and main events in the story. To use and understand recently introduced vocabulary. *Talk about the characters and the setting of the story. *Talk about the main events in the story. *Sequence the events from the Christmas story and retell.	To identify repetition and rhyme in poetry. To recite a Christmas poem. *Listen and recite the Christmas poem. *Find the rhyming couples.
	Guided Write	To write some or all of their name. Use bottle tops to name cards and sequence the letters. Write names in sand. Compose a caption to be displayed with their flag cushion.	To give meaning to marks I make. *Create the world using blue and green paint. *Draw a night time picture from around the world.	To give meaning to marks I make. *Draw their chosen bear and compose a caption about it.	To write some or all of their name. Use bottle tops to name cards and sequence the letters. Write names in sand.	To give meaning to the marks I make. To add some marks to their drawings, which they give meaning to. For example: "That says cheese." *design their own pizzas - make a list of ingredients.	To draw enclosed shapes To give meaning to the marks I make. *Draw a picture from the story and compose a caption.	To extend rhyming strings. To choose words to describe Christmas items in our poem. *Shared write additional verses for the Christmas poem. * Create our own Christmas Poem - I love...at Christmas time, list.

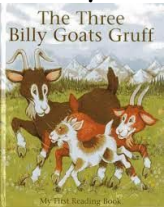
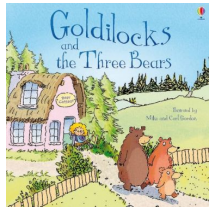
AUTUMN 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
R E C E P T I O N	Guided Read	To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.						
		To respond to what they have heard and answer questions about the story. To retell the story in sequence. *Listen with interest and talk about the story. *Talk about what they would like to do in different places/ *Recall the main places visited and landmarks seen.	I can hear initial sounds in words and match them to letters. *Explore information about the world in the text. *Recognise key words - sun, moon, night, day, mountains, fields, plains, desert, forest etc. *Match labels to the places.	To identify features of a non-fiction text. To use new vocabulary from the text. To recall information retrieved from the text. *Learn features of non-fiction books. *Share information about bears learned.	To recall key events from a story. To read simple sentences. *Retell the events of the story in sequence. *Reading simple captions/sentences and match to pictures. *Draw pictures to match the caption/sentence read. (It is hot. It is cold., The sun is yellow. The pancake is in the pan.)	To share ideas about what might happen in the story. To use vocabulary accurately while talking about the story. *Talk about the story in detail. *Make predictions about what will happen next. *Identify events from different parts of the story. **Think about the theme of the story and the importance of sustainability.	To identify the characters, setting and main events in the story. To use and understand recently introduced vocabulary. *Talk about the characters and the setting of the story. *Talk about the main events in the story. *Discuss how the Innkeeper's feelings changed within the story.	To identify repetition and rhyme in poetry. To recite a Christmas poem. *Listen and recite the Christmas poem. *Find the rhyming couples.
	Guided Write	To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s.						
		To draw pictures to represent their ideas. To begin to write labels by representing the sounds they hear with letters. *draw and label their cushion design.	To write labels. To begin to write simple captions. *write labels to match different habitats. *write captions about something that happens in the different places.	To write information text. To write labels. To begin to write simple captions or sentences. *Label the bears locations on the map of the world. *Make our bear fact-files. (Children write up for display labels.)	To create a story map of the sequence of events from a story. To begin to write simple captions or sentences. *Story map *Writing simple sentences about the story.	To give meaning to the marks I make. To spell words by identifying the sounds and then writing the sound with letter/s. *To write a list *Write a list of things we can do to look after the world. *Design their own pizza, write a list of ingredients.	To sequence pictures to retell the story. To use phonic knowledge to write labels/captions. To spell words by identifying the sounds and then writing the sound with letter/s. To write a list. *Sequence and retell the story. *Draw a picture from the story and write a label or caption. *Write a Christmas list.	To extend rhyming strings. To choose words to describe Christmas items in our poem. To spell words by identifying the sounds and then writing the sound with letter/s. *Shared write additional verses for the Christmas poem. * Create our own Christmas list Poem - I love... At Christmas time

SPRING 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Dinosaurs	If I had a Dinosaur Alex Barrow & Gabby Dawnay 	Mad About Dinosaurs! Giles Andreae & David Wojtowycz 	Dinosaur Bones Bob Barner 	First Fabulous Facts - Dinosaurs Jaclyn Crupi First Facts - Dinosaurs Charlie Gardner  	There's a T-Rex in Town Aleksei Bitskoff & Ruth Symons 	DT week 
Key Vocabulary	rhyme, big, small, tiny, huge, enormous	melt, freeze dinosaur names, claw, tail, teeth, armour, plates, horns, crest, sail, spikes	extinct, climate changes, fossils, preserved, crust, scientists, meat/ plant eaters, herbivore/ carnivore, skeleton, herds, predators, hunters, museum	Diet, egg, nest, hatch, remains, preserved, reptile, protective, prey, predator, herd, meteorite, volcano, extinct, fossil, prehistoric	Relevant vocab. already covered healthy, foods, balanced diet, energy, strength	design brief, research, design, healthy eating, taste, suitable, plan, texture, ingredients, recipe, labels, evaluation

NURSEY

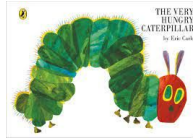
Guided Read	To enjoy sharing books with an adult. To pay attention and respond to the pictures or the words. To handle books with care. To read books turning pages, from left to right.					
	To repeat words and phrases from familiar stories. *Join in with repeated refrains and rhyming words in the story. *Comment on what's happening in the story. *Recall the main events and what will happen next.	To spot rhyming words in the text. To engage in extended conversations about stories, learning new vocabulary. *Listen with interest and talk about the dinosaurs in the text. *Play the who am I game? Reading the rhyme about the dinosaur. *Identify the different features of dinosaurs from the text - collect the key vocabulary.	To know that non-fiction books can be used to find information. To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Identify the information shared in the text. *Collect new vocabulary and recognise familiar words - T-Rex, labels.	To know that non-fiction books can be used to find information. To use new vocabulary from the text. *Use the non-fiction texts to find out about dinosaurs. *Find key information in the non-fiction texts. To be able to talk about what they have learned from the text.	To engage in extended conversations about stories. To ask questions about the book, make comments and share ideas. *Talk about the events in the story and what they tell us about the T-rex.	To engage in extended conversations about stories. To follow a recipe. *Listen to the story. *Join in with repeated refrains. *Recall key events in the story. *Listen and follow the instructions in the gingerbread recipe.
Guided Write	To enjoy drawing freely. To add some marks to their drawings, which they give meaning to. For example: "That says mummy."					
	To give meaning to the marks I make. To compose their own sentence. To be able to use the words tiny, small, big, huge, enormous to describe items. *Draw a picture of their holiday news and talk about what they have drawn. *Build sentences using the starter...'If I had a dinosaur...' *Chose creatures from the story to describe using the size vocabulary.	To give meaning to the marks I make. To add some marks to their drawings, which they give meaning to. For example: "That says horn." *Draw our own dinosaur. *Label features.	To give meaning to marks I make. *create rubbings using fossils. *Talk about what they have made and how. *Begin to write their name - initial/sequence of letters.	To give meaning to marks I make. *Draw their chosen dinosaur and compose a caption about it.	To write some or all of their name. To give meaning to the marks I make, drawing a picture of a T-rex. *Use bottle tops to name cards and sequence the letters. Write names in sand. *Draw a picture of a T-rex and talk about what they have drawn.	To give meaning to the marks I make, designing their gingerbread man. *Draw their design and comment on the ingredients used.

SPRING 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
RECEPTION	Guided Read	If I had a Dinosaur To repeat words and phrases from familiar stories. To identify rhyming pairs. To identify and show understanding of the language of size. *Join in with repeated refrains in the story. *Comment on what's happening in the story. *Identify rhyming pairs in the story. *Identify the language of size used in the story.	Mad about Dinosaurs! To engage in extended conversations about stories, learning new vocabulary. To enjoy rhymes, tuning in and paying attention. *Read and re-read, children joining in with repeated refrains/beginning to tune into the rhyming pairs. *Discuss vocabulary from the story - animals and their young. *Listen to riddles and see if they can identify the dinosaurs.	Dinosaur Bones To know that non-fiction books can be used to find information. To engage in extended conversations about books, learning new vocabulary. *Identify the information shared in the text. *Collect new vocabulary and explain its meaning.	Non-Fiction To identify features of a non-fiction text. To use new vocabulary from the text. To recall information retrieved from the text. *Learn features of non-fiction books. *Share information about dinosaurs learned.	There's a T-Rex in Town To engage in extended conversations about stories, learning & using new vocabulary. *Talk about the events in the story and what they tell us about the T-Rex.	The Gingerbread Man To engage in extended conversations about stories. Demonstrate understanding by retelling familiar stories. To follow a recipe. *Listen to the story. *Join in with repeated refrains. *Recall key events in the story, talk about what was happening and why? *What would they do if they saw the gingerbread man? *Listen and follow the instructions in the gingerbread recipe.
	Guided Write	To write their first name, with correct formation. To ascribe meaning to marks. I form recognisable letters to represent sounds in my writing.					
		To develop rhyming strings. To write lists. To write a caption/sentence to match a picture. *Identify rhyming pairs and write a list. *Extend rhyming strings. *Write a rhyming phrase. *Draw a picture for their Christmas holiday news and write a sentence.	To use specific vocabulary related to dinosaurs. To write a label or sentence to match a picture. To compose riddles to identify animals. *Label the picture of a dinosaur. *Use the correct vocabulary. *Compose and shared write a riddle about a dinosaur.	To use subject specific vocabulary. To write instructions for making a fossil rubbing. *Explore a range of fossils and create rubbings. *Talk about how to make a fossil rubbing & write instructions for visitors.	To write information text. To write labels. To write simple captions or sentences. *Label their picture. *Make our own dinosaur fact-files. *Sort dinosaurs into herbivores/carnivores and write captions to match.	To give meaning to the marks I make, drawing a picture of a healthy balanced meal. To write a list. To write captions or a sentence/s to match a picture from the story. *Draw a picture of a balanced meal and write a list to outline the meal. (RSHE) *Choose a picture from the story to write about. *Write about the T-Rex in the picture.	To draw pictures to represent their ideas. To write labels and lists. To write simple sentences. *Draw and label their gingerbread man design. *List the ingredients used in their design. *Write a sentence to evaluate their design.

SPRING 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Traditional Tales  Main Focus for Nursery & Reception	The Three Billy Goats Gruff 		Goldilocks & the Three Bears 		Little Red Riding Hood 	
Key Vocabulary	tail, horn, snout, troll, goat, brother, plan, Big, middle sized, little, small, bridge, river, stream, Skip, trip, trap, stamp, stomp, kick		setting, forest, cottage, cosy, dark, dim, light, warm, cluttered, airy, small, big, shout, pout,		setting, forest, wood, cottage, clearing, meadow, danger, stranger,	

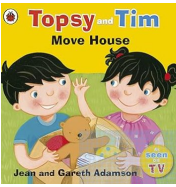
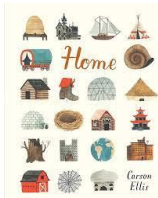
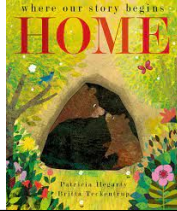
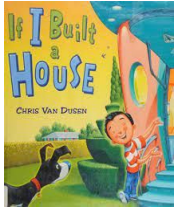
N U R S E R Y	Guided Read	To ask questions about the book. Make comments and shares their own ideas. To pay attention and respond to the pictures or the words. To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.					
		To repeat words and phrases from familiar stories. *Join in with repeated refrains in the story. *Comment on what's happening in the story. *Recall the main events and what will happen next.	To identify the characters, setting and main events in the story. To develop play around familiar stories using props. *Recall the main events from the story. *Retell the story using rhyme and repetition, using the small world toys.	To recall key events from the story. To ask questions about the book. Make comments and shares their own ideas. *Listen with interest and talk about the story. *Recall the features of the settings within the story. *Consider how each character felt at different points in the story.	To repeat words and phrases from familiar stories. To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. *Listen with interest and talk about the story. *Learn the Three Bears Rap and recite together.	To engage in extended conversations about stories. To enjoy rhymes, tuning in and paying attention. *Talk about the events in the story and how they develop - I wonder if... I hope... Did she listen, did she make the right choice? *Relate to real life experiences - stranger danger, not listening and what happened?	To repeat words and phrases from familiar stories. To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. *Enjoy retelling the story of LRRH together. *Sing twinkle twinkle and learn and sing the LRRH song to the same tune.
	Guided Write	To enjoy drawing freely. To add some marks to their drawings, which they give meaning to. For example: "That says mummy."					
To give meaning to the marks I make. To write some or all of their name. *Create the story setting in the small world area and draw a picture of the story setting. *Begin to write their name.		To give meaning to the marks I make. To use a comfortable grip with good control when holding pencils. *Draw the characters from the story and compose the speech for speech bubbles.	To give meaning to the marks I make. Make comments about the story and recall key events. To write some or all of their name. *Draw a picture from the story. *Compose a caption for their picture *Begin to write their name.	To give meaning to the marks I make. To draw their favourite character from the story and explain why they have chosen the character. To add marks to give meaning. *Draw their favourite character and add marks to label - Baby bear, Goldilocks etc.	To write some or all of their name. To give meaning to the marks I make. *Use bottle tops to name cards and sequence the letters. Write names in sand. *Draw a picture from the story.	To develop own ideas to tell a story using props. *Use props to retell the story together. *Use the story format to create an alternative version - developing new characters and events - Little Fish *Tell our own version of the story using small world props.	

SPRING 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
R E C E P T I O N	Guided Read	To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.					
		To recall the sequence of key events from the story. To respond to what they have heard and answer questions about the story. *Listen with interest and talk about the story. *Recall the main events in the story in sequence. *Consider how the plot develops - Where, Who, Problem, Problem, Problem, Ending.	To identify the characters, setting and main events in the story. To develop play around familiar stories using props. To identify rhyming pairs. *Recall the main events from the story. *Retell the story using rhyme and repetition, using the small world toys. *Find the rhyming pairs in the story and extend to rhyming strings - goat, coat, shout, snout, rough, tough, skip, trip.	To recall key events from the story. To engage in extended conversations about stories, learning new vocabulary. *Listen with interest and talk about the story. *Recall the features of the settings within the story. *Consider how each character felt at different points in the story and why. *Identify words to name and describe the settings.	To engage in extended conversations about stories, learning new vocabulary. *Talk about what the author is trying to say in the story. What is the problem? How is it solved? What interesting things does the author include to make it a good story? What's their favourite part of the story? Why? What do they think of the Goldilocks? The Bears?	To engage in extended conversations about stories. To enjoy rhymes, tuning in and paying attention. *Talk about the events in the story and how they were resolved. *Relate to real life experiences - caring for family/friends, stranger danger. *Sing the LRRH song and retell the story together.	To recall the key events from their recycled story and read the stories they wrote. To identify key settings, characters and plot themes from traditional tales. *Revisit the story recycled. Read the story together. *Mind map settings, characters and key plot themes from traditional tales.
	Guided Write	To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s.					
		To create a story map and use it to retell the story. To write a simple sentence to describe a character from the story. *Children create a story map of the story, sequencing the event. *Use their story maps to retell the story, *Compose and write sentences to describe the characters in the story - The little billy goat likes to skip and is very sweet...	To distinguish between letters and words. To write speech bubbles for the characters from the story. To write a rhyming verse using the story as inspiration. *Write speech bubbles for characters from the story. *Identify rhyming pairs. *Write a rhyming verse from the story.	To write about the story setting using key vocabulary. To write a descriptive sentence using 'and'. *Create their own picture map of the setting. *Write a descriptive sentence to match the setting - The forest is deep, dark and green. The kitchen is clean, cluttered and light. etc.	To write the key events from the story in sequence. To write a recount. To write in sentences. *Write a recount of the signs of spring seen on our walk. *Write a sentence for each part of the story.	To write a caption or sentence/s to match a picture from the story. To develop ideas for a recycled story based on the plot of LRRH. *Write thought or speech bubbles for a character from the story. *Create a story map for our recycled story and use it to retell the story.	To develop own ideas to tell a story. To represent a story in pictures. *Create and shared write an alternative version of the story and retell together. *Write our own recycled RRH story sentences. *Create our own story using the story structure explored.

SUMMER 1	Week 1	Week 2	Week 3	Week 4	Week 5
Growing	Fiction The Tiny Seed 		Fiction The Very Hungry Caterpillar 		Fiction Brown Bear, Brown Bear, What do you see?  Non-Fiction - animal lifecycles
Main Focus for Nursery & Reception	Non Fiction -Growing Plants		Non-Fiction - Minibeast books		
Key Vocabulary	Autumn, winter, spring, summer, plant, seeds, seed pod, root, stem, leaf, bud, flower, petal, grow, water, soil, compost, sunlight, wind, rain		Lifecycle, butterfly, chrysalis, caterpillar, egg, pupa, hatch Frogspawn, tadpole, froglet, frog, grow, develop,		Rhythm, rhyme, riddle, adjective, verb,

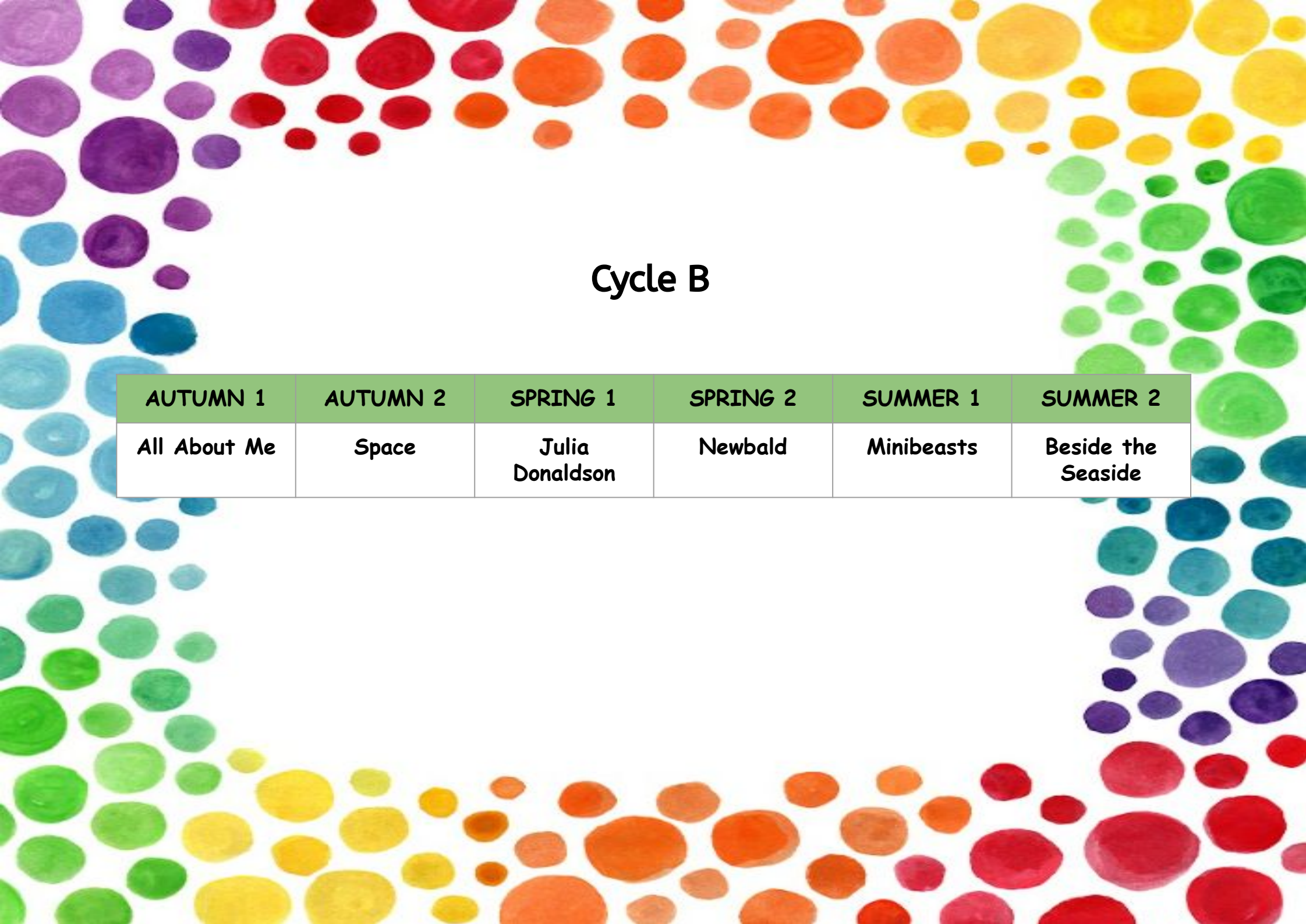
NURSERY	GUIDED READ	To enjoy sharing books with an adult. To pay attention and respond to the pictures or the words. To handle books with care. To read books turning pages, from left to right.				
		To repeat words and phrases from familiar stories. To recall the main events in sequence. *Use positional language & adjectives from the story to retell the main events. *Sequence the events of the story. *Comment on what's happening in the story. *Recall the main events and what will happen next.	To know that non-fiction books can be used to find information. To notice some print, such as the first letter of their name, letter sounds they have been learning in phonics. *Recall the information about plants derived from the text. *Focus on subject specific vocabulary and explain meaning. *Notice that seed begins with a 's'. Look for 's' in the text.	To say some of the words in songs and stories To notice some print, such as the first letter of their name. To develop their phonological awareness, so that they can: hear syllables in words. To engage in extended conversations about stories, learning new vocabulary. *Clap the syllables of the foods eaten in the story. *Ask and answer questions about the story: Why was the caterpillar so hungry? What happens inside the chrysalis? How was the caterpillar able to change?	To know that non-fiction books can be used to find information. *Recall the information about butterflies and caterpillars derived from the text. *Focus on subject specific vocabulary and explain meaning. *Demonstrate understanding by linking the information in books to their own experiences.	To say some of the words in songs and rhymes. To develop their phonological awareness, so that they can: spot and suggest rhymes. To engage in extended conversations about stories, learning new vocabulary. *Hear & identify rhythm & rhyme *Talk about what they have read and express their thoughts about the lifecycle of different animals.
	GUIDED WRITE	To enjoy drawing freely. To add some marks to their drawings, which they give meaning to. For example: "That says mummy."				
		To sequence events from the story. To compose captions for the pictures. *Put a number of pictures from the story into time sequence. *Say a sentence to match the picture.	To give meaning to the marks that I make. To add some marks to their drawings, which they give meaning to. For example: "s for snail", or their name. *Using the information gathered whilst looking at plants, create a picture of the parts of the plant. *Identify initial sounds for the parts of the plant, adding marks to label.	To give meaning to the makes I make. *Draw their favourite part of the story. *Use new vocabulary to describe what is happening in their picture.	To add some marks to their drawings, which they give meaning to. For example: "t for tail", or their name. To sequence the lifecycle of a butterfly. *Draw some or all of the butterfly life cycle *Add a label with marks and initial sounds where possible. *Cut and sequence pictures for the lifecycle of a butterfly. Compose captions for the diagram.	To write some or all of their name. To give meaning to the marks that I make. To add some marks to their drawings, which they give meaning to. For example: "s for snail", or their name. *Use bottle tops & name cards to sequence the letters for their name. N2 - begin to write names with pens/pencils. *Draw an animal and use their growing vocabulary to talk about its features or life cycle.

SUMMER 1		Week 1	Week 2	Week 3	Week 4	Week 5
R E C E P T I O N	G U I D E D R E A D	The Tiny Seed To repeat words and phrases from familiar stories. To recall the events of the story in sequence. To identify and show understanding of positional and descriptive vocabulary in the text. *Use positional language & adjectives from the story to retell the main events. *Sequence the events of the story. *Comment on what's happening in the story. *Recall the main events and what will happen next.	The Tiny Seed/Non-Fiction text To know that non-fiction books can be used to find information. To extend subject specific vocabulary. To identify the features of a fact file. *Recall the information about plants derived from the text. *Focus on subject specific vocabulary and explain meaning. *Identify features of a sentence - capital letters, full stops, makes sense to share information. *Look at the non-fiction texts about plants. Notice features.	The Very Hungry Caterpillar To demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary. To use & understand recently introduced vocabulary during discussions about stories & rhymes. *Recall the main events from the story. *Ask & answer questions about the story - Why was the caterpillar so hungry? What happens inside the chrysalis? How was the caterpillar able to change? Explain the different stages of the life cycle using subject specific vocabulary from the story.	The Very Hungry Caterpillar/Non-fiction To know that non-fiction books can be used to find information. To extend subject specific vocabulary. To identify the features of a fact file. *Recall the information about butterflies and caterpillars derived from the text. *Focus on subject specific vocabulary and explain meaning. *Talk about the minibests we have observed in the school grounds and extend the information we have learned with what we have observed. *Demonstrate understanding by linking the information in books to their own experiences.	Brown Bear, Brown Bear To say some of the words in songs and rhymes. To develop their phonological awareness, so that they can: spot and suggest rhymes. To use & understand recently introduced vocabulary during discussions about texts. *Hear & identify rhythm & rhyme. *Talk about what they have read and express their thoughts about the lifecycle of different animals. *Develop riddles relating to the animals in the story. Notice the similarities to the riddles we created in the spring term - written in the first person.
	G U I D E D W R I T E	To write their first name, with correct formation. To ascribe meaning to marks. I form recognisable letters to represent sounds in my writing.				
		To write a caption/sentence to match a picture. To use new descriptive vocabulary from the story. *Write a caption to match each picture from the story, finishing with an adjective - i.e. The seed landed on the mountain. It was too cold.	To recall and write information about the plant life cycle. To use subject specific vocabulary. *Create a plant fact file including a labelled picture and a number of facts. *Complete a poster about flowering plants - parts and varieties.	To write about how Christians & Jews believe God created the world. To write sentences using the new vocabulary - verbs. * <u>RE link</u> Complete grid showing the sequence of how God created the world - Drawing creations & writing captions. To write labels & captions. *Cut and sequence pictures for the lifecycle of a butterfly. Match labels to the diagram and write a caption for each stage.	To use subject specific vocabulary. *create a lifecycle fact file for a creature of their choice.	To write instructions using bossy verbs. To compose riddles to identify animals. *After making scones, write instructions for others. *Write their own riddle for a creature of their choice.

SUMMER 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Houses & Homes	D&T Week The Three Little Pigs 						
Main Focus for Nursery & Reception							
Key Vocabulary	first, second, third, hay, straw, brick, stick, build, materials, roof, door, window, wall, model, design, create, make, evaluate	Once upon a time, First, then, next, finally,	bedroom, kitchen, lounge, living room, dining room, study, playground, bathroom, loft, garage, hallway, utility, upstairs, downstairs.	house, flat, bungalow, terraced, detached, semi-detached, farm, palace, castle, high-rise, houseboats, caravan	nest, pond, sett, burrow, holt, den, river, drey, web, roost, Stable, shed, pen, sty, coop, kennel, cage, hutch	Wigwam, stilt house, apartment, huts, chalet, igloo, round house	Build, design, architect, function, purpose, room, space, imagine

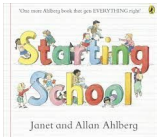
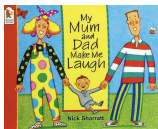
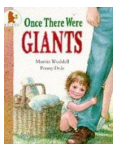
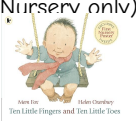
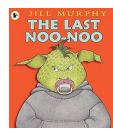
N U R S E R Y	G U I D E D R E A D	To ask questions about the book. Make comments and shares their own ideas. To pay attention and respond to the pictures or the words. To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.						
		To engage in extended conversations about stories. *Listen to the story. *Join in with repeated refrains. *Recall key events in the story.	To recall the main events in sequence. To relate what they have read to their own experiences. *Comment on what's happening in the story. *Recall the main events and what will happen next.	To engage in extended conversations about stories, learning new vocabulary. To demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary. *Recall the main events from the story. *Ask & answer questions about the story. *Explore the feelings of the characters in the story - Topsy, Tim, Mum, Dad and the Cat. What's their favourite part of the story? Why?	To know that non-fiction books can be used to find information. To talk about what has been read using a developing vocabulary. *Recall the information about different homes derived from the text. *Focus on subject specific vocabulary - see above.	To engage in extended conversations about stories, learning new vocabulary. *Recall the main events in the story. *Ask and answer questions about the story. Which animals does the bear see? Where do they live? Why do animals make their homes in different ways?	To know that non-fiction books can be used to find information. To talk about what has been read using a developing vocabulary. To notice some print, such as the first letter of their name, letter sounds they have been learning in phonics. *Recall the information about homes around the world derived from the text. *Focus on subject specific vocabulary.	To say some of the words in songs and rhymes. To notice some print, such as the first letter of their name. To develop their phonological awareness, so that they can: spot and suggest rhymes. To engage in extended conversations about stories, learning new vocabulary. *Hear & identify the rhyming pairs. *Clap the syllables of the different features words. *Talk about the different features in the story and identify the words which tell us what they are like.
	G. W R I T E	To give meaning to the marks I make, designing their house. To use subject specific vocabulary. *Draw their design and comment on the materials used. *Talk about their designs using vocab. - window, door, chimney, roof, build, join, fix.	To give meaning to the marks that I make. To add some marks to their drawings, which they give meaning to. For example: "p for pig", or their name. *Draw a picture of a their favourite part of the story and compose a caption, add marks.	To begin to write my name. To give meaning to the marks that I make. *bottle tops, small parts representations. *Writing names (N2) *Draw a picture of our sports day & talk about what they have drawn.	To give meaning to the makes I make. To add some marks to their drawings, which they give meaning to. For example: "d for door", or their name. *Draw a picture of their favourite type of home. *Label their picture and compose a caption.	To give meaning to the marks that I make. *Animal homes - matching animals to their homes. *Draw a home for a given animal and label their picture/compose a caption.	To begin to write my name. *bottle tops, small parts representations. *Writing names (N2)	To give meaning to the marks that I have made. To add some marks to their drawings, which they give meaning to. For example: "s for snail", or their name. *Draw their favourite room from the story & talk about what they have drawn. Label their picture.

SUMMER 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
GUIDED READING		To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.						
		The Three Little Pigs To engage in extended conversations about stories. Demonstrate understanding by retelling familiar stories. *Listen to the story. *Join in with repeated refrains. *Recall key events in the story, talk about what was happening and why? *What did the pigs learn in the story?	The Three Little Pigs To engage in extended conversations about stories, using new vocabulary. To demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary. *Recall the main events from the story. *Ask & answer questions about the story.	Topsy & Tim Move House To engage in extended conversations about stories, learning new vocabulary. To demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary. *Recall the main events from the story. *Ask & answer questions about the story. *Explore the feelings of the characters in the story - Topsy, Tim, Mum, Dad and the Cat. What's their favourite part of the story? Why?	Home (Non-fiction) To know that non-fiction books can be used to find information. To extend subject specific vocabulary. *Recall the information about different types of homes derived from the text. *Focus on subject specific vocabulary and explain meaning. *Demonstrate understanding by linking the information in books to their own experiences.	(Where our story begins) Home To engage in extended conversations about stories, learning new vocabulary. To demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary. *Recall the main events in the story/types of animal homes and features. *Ask and answer questions about the story. Which animals does the bear see? Where do they live? Why do animals make their homes in different ways?	Homes Around the World To know that non-fiction books can be used to find information. To extend subject specific vocabulary. *Recall the information about homes around the world derived from the text. *Focus on subject specific vocabulary and explain meaning. *Identify the different features of non-fiction text - labels, captions, text boxes, headings, sub-headings, contents, glossary.	If I built a house To repeat words and phrases from familiar stories. To engage in extended conversations about stories, learning new vocabulary. *Talk about the rhythm & rhyme in the text. *Talk about the different features in the story and identify the words which tell us what they are like. *Discuss their thoughts about the different ideas in the story.
GUIDED WRITING		To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s.						
		To draw pictures to represent their ideas. To write labels and lists. To write simple sentences. *Draw and label their house design. *List the materials used in their design. *Write sentences to annotate their design and evaluate their product	To write a retelling of the story of the Three Little Pigs. To write a postcard message for a special person in the class. *Write the story of the Three little pigs. *Writing postcards linked to our RE learning.	To write about their own homes. To write a recount about sports day. *Write sentences to describe their homes. *Write about their experiences on sports day.	To recall and write information about different types of homes. To use subject specific vocabulary. *Write information about a type of home (using past knowledge from writing fact files about dinosaurs/ lifecycles.)	To develop own ideas to tell a story. To write their own animal home story, with a beginning, middle & end or opening, problem, resolution. *Draw a story map/create a picture plan to show their ideas for their story (Link to Monkey Puzzle - That's not my mummy - That's not my home.) *Use the story map/plan to write their own story.	To write their own animal home story, with a beginning, middle & end or opening, problem, resolution. *Use the story map/plan to write their own story.	To write labels and captions. To recall & write information using subject specific vocabulary. *Write a recount about our visit to the park. *Write a poster to share information about their home design.



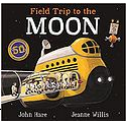
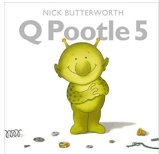
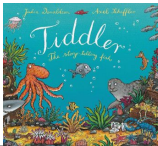
Cycle B

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
All About Me	Space	Julia Donaldson	Newbald	Minibeasts	Beside the Seaside

AUTUMN 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
All About Me	Settling In Starting school stories For example: 	Familiar Themes My Mum & Dad Make me Laugh - Nick Sharratt 	Familiar Themes Once there were Giants - Martin Wardell 	Rhythm & Rhyme Ten Little Fingers and Ten Little Toes - Mem Fox (Nursery only) 	Familiar Themes/Rhyme Super Duper You - Sophie Henn 	Story Structure & Sequencing (Rec. 2 weeks) Perfectly Norman - Tom Percival 	Story Structure & Sequencing (Nursery only) The Last Noo-Noo - Jill Murphy 	Design and Technology week Man on the Moon - Simon Bartram 
Key Vocabulary	New, change, then, now Friends, teacher, headteacher, timetable, classroom, hall, office, playground, field	Family names - mum, dad, brother, sister, grandma, grandad, auntie, uncle, cousin, like, dislike, older, younger	Past, present, future Giant, tall, short, big, small, tiny, older, younger, grow, change, learn	Body parts fingers, toes, arms, legs, shoulders, head, knee, hands, foot, hips.	Colours	Feelings - happy, sad, excited, angry, worried, scared, tired Special, different, similar	Body parts	Space, moon, travel, rocket, spaceship, launch pad, astronaut, space suit, alien, planet, star

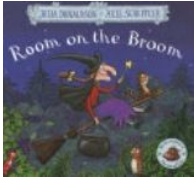
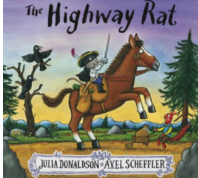
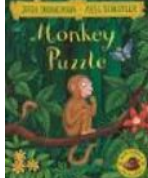
N U R S E R Y	Guided Read	Baseline getting to know our learners Tours of the school, getting to know the environment & routines for our new learners.	To enjoy sharing books with an adult. To handle books with care.			To pay attention and respond to the pictures or the words. To read books turning pages, from left to right.				
			To identify the characters, setting and main events in the story. *Recall the main events from the story. Relate to their own experiences/ families - What does my mum/dad like? What do I like?	To engage in extended conversations about stories, learning new vocabulary. *Think about how this story relates to our own experiences. Are there any giants in our families? Talk about extended families.	To enjoy rhymes, tuning in and paying attention. To say some of the words in rhymes. *Read and re-read, children joining in with repeated refrains/beginning to tune into the rhyming pairs. *Discuss vocabulary from the story. *Sing Heads, shoulders, knees...	To engage in extended conversations about stories. To enjoy rhymes, tuning in and paying attention. *Talk about the things that they like to do in the story. *Recognise that, just like in the story they are lots of different things too.	To engage in extended conversations about stories, learning new vocabulary. *Explore Normans feelings at different points in the story. *Link to their own experiences of feelings. How do we feel today?	To engage in extended conversations about stories, learning new vocabulary. *Identify the main characters and viewpoints. *Talk about how Marlon feels at different parts of the story. *Think about how this relates to their own experiences of growing older.	To identify the characters, setting and main events in the story. To learn new vocabulary. *Talk about the characters and the setting of the story. *Talk about the main events in the story. *Discuss the subject specific vocabulary. *Compare Bob's day to our daily routines.	
	Guided Write	To enjoy drawing freely. To add some marks to their drawings, which they give meaning to. For example: "That says mummy."								
		To give meaning to the marks I make. To use a comfortable grip with good control when holding pencils. Draw pictures of their family.		To begin to draw enclosed shapes to represent their body parts. *add body parts to their headshot pictures.	To write some or all of their name. Use bottle tops to name cards and sequence the letters. Write names in sand.	To use a comfortable pencil grip with control. To compose a caption. *Colour their own special wings. *Share something special about themselves.	To give meaning to marks I make. *Draw baby or me items - Babies drink from a ... I drink from a ... Babies sleep in a ... I sleep in a ... Babies play with... I play with ...	To draw enclosed shapes Tp give meaning to the marks I make. Draw and talk about their rocket designs.		

AUTUMN 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
R E C E P T I O N	Guided Read	Baseline getting to know our learners Tours of the school, getting to know the environment & routines for our new learners.	To identify the characters, setting and main events in the story. *Recall the main events from the story. Relate to their own experiences/ families - What does my mum/dad like? What do I like?	<i>Once There Were Giants</i> To engage in extended conversations about stories, learning new vocabulary. To develop their phonological awareness, so that they can: spot and suggest rhymes. To read their own names and the names of familiar people. *Think about how this story relates to our own experiences. Are there any giants in our families? *Retell the story in our own words using the story map. *Begin to recognise/read words for family names - mummy, daddy, names of family members.		To engage in extended conversations about stories. To enjoy rhymes, tuning in and paying attention. *Talk about the things that they like to do in the story. *Recognise that, just like in the story they are lots of different things too.	<i>Perfectly Norman</i> To identify the characters, setting and main events in the story. To predict and recall events in the story. *Talk about the main events in the story - what happened when? What did Norman do when he saw his wings? Why did Norman hide his wings? Etc. *Explore Normans feelings at different points in the story. *Link to their own experiences of feelings. How do we feel today? *Sequence the story - consider beginning, problem, resolution, end. *Retell the story using our story maps.		To identify the characters, setting and main events in the story. To use and understand recently introduced vocabulary. *Talk about the characters and the setting of the story. *Talk about the main events in the story. *Discuss the subject specific vocabulary. *Compare Bob's day to our daily routines.
	Guided Write		To write their first name. To ascribe meaning to marks. I am beginning to write recognisable letters in my mark making.						
			To distinguish between letters and words. To know that letter are used to form words. Shared writing class rules. Use bottle tops to name cards and sequence the letters. Draw pictures of their family. Write names to label picture.	To represent a story in pictures. * Use pictures from the story to create a story map. To match pictures to text labels. *Sequence the human stages of life pictures - matching pictures to labels. To draw with accuracy and care. To write first name. To begin to write letters to communicate meaning. *Draw a picture of their family in order of size. *Look at photographs of ourselves as babies. Talk about how we have changed - When I was a baby I..., Now I ...' *Think about what you would like to be when you are a 'giant'. Draw and label a picture of ourselves in the future. 'When I grow up I would like to be ...'		To use some letters to begin to write labels. *Create Super Duper Me books. Compose and begin to use phonic knowledge to write labels & captions.	To use some letters to begin to write labels. *identify how a situation in a picture would make them feel and write the label - mad/sad to match the picture. To create our own 'Perfectly...'story considering alternative characters and events. To draw pictures to represent their ideas. *Story sequence story pictures *Story mapping *Consider alternative events *Create our own story map, with alternative characters/events based on Perfectly Norman		To ascribe meanings to marks to create a rocket design. To use some letters to begin to write labels. Label parts of a rocket. Draw and label rocket designs.

AUTUMN 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Space		Fiction Field trip to the Moon - Jeanne Willis & John Hare 	Non fiction focus -8 Little Planets (links to Maths) -A Place for Pluto 	Non fiction focus -Little Kids First Big Book of Space -Solar System (Jill McDonald) 	Fiction The Way Back Home - Oliver Jeffers 	Fiction Q Pootle 5 	Design & Technology Week Tiddler 	Poetry Christmas 
Key Vocabulary		travel, journey, near, far, explore, spaceship,	Planet names Sun, moon, non-fiction, information, contents, fact box, labels, captions,		alien, imagination, journey, travel, plot, setting, character, problem, resolution, beginning, middle, end.	Alien, journey, party, plot, setting, character, problem, resolution, beginning, middle, end. List,	Sea creatures, fins, tail, D&T vocab. - sew, stitch, running stitch, over stitch, needle, thread, felt, fabric, join.	List, rhyme, rhythm Christmas items

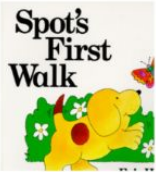
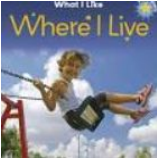
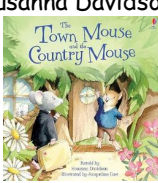
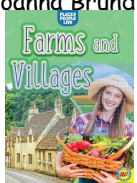
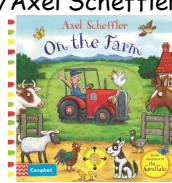
NURSERY	Guided Read	To ask questions about the book. Make comments and shares their own ideas. To pay attention and respond to the pictures or the words. To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.						
		To recall key events from the story. To respond to what they have heard and answer questions about the story. *Listen with interest and talk about the story. *Talk about what they would like to do on the moon.	To know that non-fiction books can be used to find information. To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Think about what we could find out from the text. *Use the non-fiction texts to find out about the solar system.	To know that non-fiction books can be used to find information. To use new vocabulary from the text. *Use the non-fiction texts to find out about the solar system. *Find key information in the non-fiction texts. To be able to talk about what they have learned from the text.	To recall key events from a story. To sequence events from the story and retell in their own words. *Listen with interest and talk about the story. *Sequence pictures from the story. Retell using the picture sequence.	To recall key events from a story. To share ideas about what might happen in the story. *Listen with interest and talk about the story. *Make predictions about what will happen next. *Relate to own experiences of going to parties/solving problems.	To identify the characters, setting and main events in the story. To use and understand recently introduced vocabulary. *Talk about the characters and the setting of the story. *Talk about the main events in the story. *Discuss how Tiddler's friends didn't believe him after all his tall tales.	To identify repetition and rhyme in poetry. To recite a Christmas poem. *Listen and recite the Christmas poem. *Find the rhyming couples.
	Guided Write	To write some or all of their name. Use bottle tops to name cards and sequence the letters. Write names in sand. Draw a picture to send to the aliens using the crayons.	To give meaning to marks I make. *Create planets based on the facts found in texts. *Compose captions for the planets, recalling the facts we have learned.	To give meaning to marks I make. *Draw their favourite planet and compose a fact about it for our display.	To write some or all of their name. Use bottle tops to name cards and sequence the letters. Write names in sand.	To give meaning to the marks I make. To add some marks to their drawings, which they give meaning to. For example: "That says helmet." *Write a list of foods for the space party. *Write a list of what they would take on a journey into space.	To draw enclosed shapes To give meaning to the marks I make. Draw and talk about their sea creature.	To extend rhyming strings. To choose words to describe Christmas items in our poem. *Shared write additional verses for the Christmas poem. * Create our own Christmas Poem - I love...at Christmas time, list.

AUTUMN 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
R E C E P T I O N	Guided Read	To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.						
		To respond to what they have heard and answer questions about the story. To retell the story in sequence. *Listen with interest and talk about the story. *Talk about what they would like to do on the moon. *Story map to retell the story in sequence.	To identify features of a non-fiction text. I can hear initial sounds in words and match them to letters. *Explore facts about each planet and our solar system as a whole. *Learn features of non-fiction books. *Recognise key words - planet names, sun, moon. *Match labels to the planets.	To recall key events from a story. To read simple sentences. *Reading simple captions/sentences and match to pictures. *Draw pictures to match the caption/sentence read.	To share ideas about what might happen in the story. To use vocabulary from the accurately while talking about the story. *Talk about the story in detail. *Make predictions about what will happen next. *Relate to own experiences of going to parties/solving problems. *Identify events from different parts of the story.	To identify the characters, setting and main events in the story. To use and understand recently introduced vocabulary. *Talk about the characters and the setting of the story. *Talk about the main events in the story. *Discuss how Tiddler's friends didn't believe him after all his tall tales.	To identify repetition and rhyme in poetry. To recite a Christmas poem. *Listen and recite the Christmas poem. *Find the rhyming couples.	
	Guided Write	To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s.						
		To draw pictures to represent their ideas. To begin to write labels by representing the sounds they hear with letters. *Write a letter to an alien/ draw a picture for one of the aliens the crayons were left behind with. Label their drawing with an initial letter, word or caption.	To write information text. To write labels. To begin to write simple captions or sentences. *Label the planets on the solar system map. *Make our planet fact-files. (Children write up for display labels) *Astronaut labelling. *Make our own sun or moon fact-files. (Write up for display labels.	To create a story map of the sequence of events from a story. To begin to write simple captions or sentences. *Story map *Writing simple sentences about space.	To give meaning to the marks I make. To spell words by identifying the sounds and then writing the sound with letter/s. *Write a list of foods for the space party. *Write a list of what they would take on a journey into space.	To ascribe meanings to marks to create a sea creature design. To use phonic knowledge to write labels/captions. Label parts of a sea creature. Draw and label sea creature designs designs.	To extend rhyming strings. To choose words to describe Christmas items in our poem. To spell words by identifying the sounds and then writing the sound with letter/s. *Shared write additional verses for the Christmas poem. * Create our own Christmas list Poem - I love... At Christmas time	

SPRING 1	Week 1	Week 2	Week 3	Week 4	Week 5
Julia Donaldson	A Squash & a Squeeze 	Room on the Broom 	The Highway Rat 	Monkey Puzzle 	Zog 
Key Vocabulary	Farm animals Full, empty, half full Size, big, small, huge, enormous, tiny curious	Mixture, mix, spell, potion, dissolve,	Diet, omnivore, herbivore, carnivore Food groups & foods Animals	Animals & their young Animal groups	Medicine, cure, doctor, nurse, bandage, first aid, accident, illness

NURSERY	Guided Read	To enjoy sharing books with an adult. To pay attention and respond to the pictures or the words. To handle books with care. To read books turning pages, from left to right.				
		To repeat words and phrases from familiar stories. *Join in with repeated refrains in the story. *Comment on what's happening in the story. *Recall the main events and what will happen next.	To identify the characters, setting and main events in the story. To develop play around familiar stories using props. *Recall the main events from the story. *Retell the story using rhyme and repetition, using the small world toys.	To engage in extended conversations about stories, learning new vocabulary. *Think about how the rat behaved in the story. Why is this not the way to behave? How did his behaviour affect the other characters? How would they feel if the Highway rat stole from them? *Talk about the different foods in the story. Explore new vocabulary to describe diets and food names.	To engage in extended conversations about stories, learning new vocabulary. To enjoy rhymes, tuning in and paying attention. *Read and re-read, children joining in with repeated refrains/beginning to tune into the rhyming pairs. *Discuss vocabulary from the story - animals and their young. *Listen to riddles about animals and see if they can identify the animal.	To engage in extended conversations about stories. To enjoy rhymes, tuning in and paying attention. *Talk about the events in the story and how they were resolved. *Relate to real life experiences - we all have our special strengths and interests.
	Guided Write	To enjoy drawing freely. To add some marks to their drawings, which they give meaning to. For example: "That says mummy."				
		To give meaning to the marks I make. To be able to use the words tiny, small, big, huge, enormous to describe items. *Draw characters/events from the story. *Build sentences using the language of size.	To give meaning to the marks I make, drawing ingredients for a spell. To use a comfortable grip with good control when holding pencils. *Compose and draw their own spell/potion.	To develop own ideas to tell a story. *Use the story format to create an alternative version - developing new characters/food ideas. *Tell our own version of the story.	To match babies to their adult animal. To use animal and their young vocabulary. To build a sentence to match a picture. *Match pictures of young animals to their adult. *Use the correct vocabulary. *Say a sentence to match the picture - 'A calf is a baby cow.' etc.	To write some or all of their name. To give meaning to the marks I make, drawing a picture of their interest/strengths. *Use bottle tops to name cards and sequence the letters. Write names in sand. *Draw a picture of themselves illustrating a strength or an interest.

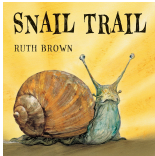
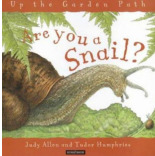
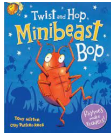
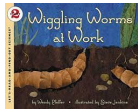
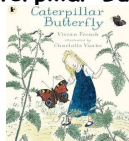
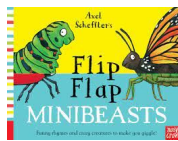
SPRING 1		Week 1	Week 2	Week 3	Week 4	Week 5
R E C E P T I O N	Guided Read	A Squash & a Squeeze To repeat words and phrases from familiar stories. To identify rhyming pairs. To identify and show understanding of the language of size. *Join in with repeated refrains in the story. *Comment on what's happening in the story. *Identify rhyming pairs in the story. *Identify the language of size used in the story.	Room on the Broom To identify the characters, setting and main events in the story. To develop play around familiar stories using props. To identify rhyming pairs. *Recall the main events from the story. *Retell the story using rhyme and repetition, using the small world toys. *Find the rhyming pairs in the story and extend to rhyming strings.	The Highway Rat To engage in extended conversations about stories, learning new vocabulary. *Talk about what the author is trying to say in the story. What is the problem? How is it solved? What interesting things does the author include to make it a good story? What's their favourite part of the story? Why? What do they think of the rat? The duck? *Talk about the different foods in the story. Explore new vocabulary to describe diets and food names.	Monkey Puzzle To engage in extended conversations about stories, learning new vocabulary. To enjoy rhymes, tuning in and paying attention. *Read and re-read, children joining in with repeated refrains/beginning to tune into the rhyming pairs. *Discuss vocabulary from the story - animals and their young. *Listen to riddles about animals and see if they can identify the animal.	Zog To engage in extended conversations about stories. To enjoy rhymes, tuning in and paying attention. *Talk about the events in the story and how they were resolved. *Relate to real life experiences - we all have our special strengths and interests.
	Guided Write	To write their first name, with correct formation. To ascribe meaning to marks. I form recognisable letters to represent sounds in my writing.				
		To develop rhyming strings. To write lists. To use the language of size appropriately. To write a caption/sentence to match a picture. * *Match items to size vocabulary. Write a caption/sentence to match the picture using the size vocabulary, i.e. a tiny bead, The bead is tiny. etc. *Sequence the story	To distinguish between letters and words. To write a rhyming spell. *Identify rhyming pairs. *Compose a spell incorporating rhyming pairs, i.e., a bat and a hat, a bug and a jug.	To develop own ideas to tell a story. To represent a story in pictures. * Use pictures from the story to create a story map. *Create and shared write an alternative version of the story and retell together.	To match babies to their adult animal. To use animal and their young vocabulary. To write a label or sentence to match a picture. To compose riddles to identify animals. *Match pictures of young animals to their adult. *Use the correct vocabulary. *Write a label or sentence to match the picture - A hen has a chick' etc. *After listening and solving riddles, compose and shared write a riddle.	To write some or all of their name. To give meaning to the marks I make, drawing a picture of their interest/strengths. To write a caption or sentence/s to match a picture from the story. *Draw a picture of themselves illustrating a strength or an interest. *Choose a picture from the story to write about.

SPRING 2	Week 1	Week 2	Week 3	Week 4	Week 5
Newbald	Fiction Spot's First Walk Eric Hill 	Non fiction Where I live, Liz Lennon 	Fiction Town Mouse & Country Mouse Susanna Davidson 	Non Fiction/Rhyming text Farms & Villages/On the Farm Joanna Brundle/Axel Scheffler  	Non Fiction Seasons 
Key Vocabulary	town, village, city, home, near, far, school, hall, pub, path, road, park, field, buildings	house, flat, bungalow, detached, semi detached, terraced, kitchen, bathroom, lounge, dining room, bedroom, en-suite, conservatory, garden	town, village, city, countryside, busy, quiet, urban, rural	changes, wind turbine, land use, arable, pastoral, mixed farms, farm animals, crops	autumn, winter, spring, summer, changes, cycle, weather

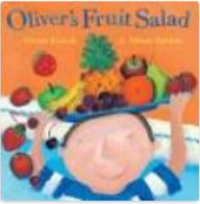
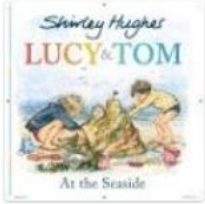
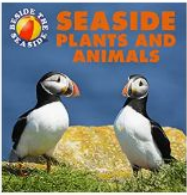
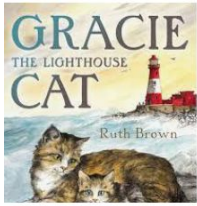
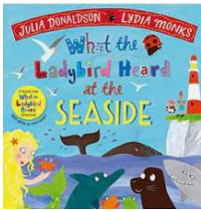
N U R S E R Y	Guided Read	To ask questions about the book. Make comments and shares their own ideas. To pay attention and respond to the pictures or the words. To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.				
		To recall the sequence of key events from the story. To respond to what they have heard and answer questions about the story. *Listen with interest and talk about the story. *Recall what Spot saw and did at different points in the text.	To know that non-fiction books can be used to find information. To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. *Identify the information shared in the text - address, local amenities etc. *Compare the information in the text to information about where they live.	To recall key events from the story. To ask questions about the book. Make comments and shares their own ideas. *Listen with interest and talk about the story. *Recall the features of the settings within the story. *Consider how each character felt at different points in the story.	To spot rhyming words in the text. To engage in extended conversations about stories, learning new vocabulary. *Listen with interest and talk about the story. *Play the who am I game? i.e. I like to play with my friends to the ducks by the pond. Who am I? *Identify the different features of the farm from the story - collect the key vocabulary.	To recall key information from texts. To identifying different features of non-fiction books - headings, labels, captions, diagrams, photographs. *Use the features of the non-fiction text to find information. *Identify key features of the four seasons from the text.
	Guided Write	To create and talk about a map of the garden in the story. To write some or all of their name. *Children use the pictures from the text to create their own picture map of the garden. *talk about Spots journey through around their map. *begin to write their name.	To give meaning to marks I make. *Write about where they live *Compose captions for their writing - 'I live...'	To give meaning to marks I make. Make comments about the story and shares their own ideas. *Which place did they prefer in the story? Which mouse would they like to be? *Draw a picture of where they would choose to live from the story and explain their choice.	To give meaning to the marks I make. To add some marks to their drawings, which they give meaning to. For example: "That says helmet." *Draw our own farm map. *Label features. *Add small world animals and puppets the appropriate areas on the map. *Build rhyming sentences about our farm.	To write some or all of their name To give meaning to the marks I make. To add some marks to their drawings, which they give meaning to. For example: "That says helmet." *begin to write their name *choose their favourite season - draw and label. Say what they like about their season.

SPRING 2		Week 1	Week 2	Week 3	Week 4	Week 5
RECEPTION	Guided Read	To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.				
		To recall the sequence of key events from the story. To respond to what they have heard and answer questions about the story. *Listen with interest and talk about the story. *Recall what Spot saw and did at different points in the text.	To know that non-fiction texts are used to share information. I can identify sentences and use my phonic knowledge to segment and blend to read. *Identify the information shared in the text - address, local amenities etc. *Compare the information in the text to information about where they live. *Recognise keywords - village, town, house, flat, bungalow, park, supermarket etc. *Identify features of a sentence - capital letters, full stops, makes sense to share information.	To recall key events from the story. To engage in extended conversations about stories, learning new vocabulary. *Listen with interest and talk about the story. *Recall the features of the settings within the story. *Consider how each character felt at different points in the story and why. *Identify words to name and describe the settings.	To use non-fiction texts to retrieve information. To identify and use key vocabulary correctly. *Use contents page to navigate the non-fiction text. *Notice features of the text - headings, sub-headings, text boxes, diagrams. *Recall key facts using key vocabulary.	To recall key information from texts. To identify different features of non-fiction books - headings, labels, captions, diagrams, photographs. *Use the features of the non-fiction text to find information. *Identify key features of the four seasons from the text.
	Guided Write	To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s.				
		To create and talk about a map of the garden in the story. To label the features of their map. To write about what they like about Newbald School. To write a simple sentence. *Children use the pictures from the text to create and label their own picture map of the garden. *Look at photos of the school. Talk about what happens in different locations around the school. *Choose their favourite place/activity at school and write about it in sentences.	To write information text. To write simple captions or sentences. *Write their own where I live books I address is... I live in a ... My home is in a ... I...in my... We shop at ...	To write a poem about town and country using the text as inspiration. To choose words to describe and name features of places. To spell words by identifying the sounds and then writing the sound with letter/s. *Which place did they prefer in the story? Which mouse would they like to be? *Write a poem... Town Mouse or Country Mouse... using the writing frame - In the town... In the country... I am a ... mouse. Which do you choose?	To write about the countryside/farming using key vocabulary. To write simple captions or sentences. *Create their own map of a farm. Label and use key vocabulary to talk about features. *Using a picture as stimulus, write in sentences about the countryside/farming.	To write text for an information poster about the seasons. To spell words by identifying the sounds and then writing the sound with letter/s. *Write a poster to share information about the seasons - using headings, captions and sentences.



SUMMER 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Minibeasts		Fiction Snail Trail 	Non-fiction Are you a snail? 	Fiction Twist & Hop Minibeast Bop 	Non-fiction Yucky Worms/ Wiggling worms at work 	Fiction Norman the slug with the silly shell 	Norman story writing/Non-fiction Caterpillar Butterfly 	Non-fiction Flip flap minibeasts 
Key Vocabulary		Positional language. adjectives - slimy, steep,gloomy, quiet, high, slippery, narrow, pretty	Egg, shell, horn, eyes, stalks, foot, slime, snail , slug, hibernate, minibeast	Movement - run, scuttle, walk, slide, sliver, hop, fly, twist, turn, crawl,	Worm, mouth, gizzard, crop, tail, segments, bristles, muscle, castings, digest, cocoon, tunnel, plow soil.	Beginning, middle, end, character, plot, event, problem, resolution	Butterfly, chrysalis, caterpillar, egg, pupa, hatch	Riddle, rhyme, adjectives, verbs,
NURSERY	GUIDED READ	To enjoy sharing books with an adult. To pay attention and respond to the pictures or the words. To handle books with care. To read books turning pages, from left to right.						
		To repeat words and phrases from familiar stories. To recall the main events in sequence. *Use positional language & adjectives from the story to retell the main events. *Sequence the events of the story. *Comment on what's happening in the story. *Recall the main events and what will happen next.	To know that non-fiction books can be used to find information. To notice some print, such as the first letter of their name, letter sounds they have been learning in phonics. *Recall the information about snails derived from the text. *Focus on subject specific vocabulary and explain meaning. *Notice that snail begins with a 's'. Look for 's' in the text.	To say some of the words in songs and rhymes. To notice some print, such as the first letter of their name. To develop their phonological awareness, so that they can: spot and suggest rhymes. To engage in extended conversations about stories, learning new vocabulary. *Hear & identify the rhyming pairs. *Clap the syllables of the minibeasts names. *Talk about what the animals do in the story. Notice words which describe the way they move/behave.	To know that non-fiction books can be used to find information. To develop their phonological awareness, so that they can: spot and suggest rhymes. *Recall the information about snails derived from the text. *Focus on subject specific vocabulary and explain meaning. *Sing related rhymes - There's a worm at the bottom of the garden... Slowly slowly ever so slowly... etc.	To engage in extended conversations about stories, learning new vocabulary. *Encourage the children to repeat words and phrases from the story and join in with the parts they know. Can they retell the story using props, with a friend? Provide some objects and pictures to encourage story retelling. *What is the problem? How is it solved? What interesting things does the author include to make it a good story? What's their favourite part of the story? Why? What do they think of Norman?	To know that non-fiction books can be used to find information. To talk about what has been read using a developing vocabulary. *Recall the information about butterflies and caterpillars derived from the text. *Talk about the butterflies we have in the classroom and extend the information we have learned with what we have observed.	To say some of the words in songs and rhymes. To develop their phonological awareness, so that they can: spot and suggest rhymes. To engage in extended conversations about stories, learning new vocabulary. *Hear & identify rhyming pairs. *Clap the syllables of the minibeast names. *Talk about what they have read and express their feelings about the different minibeasts created in the text.
	GUIDED WRITE	To enjoy drawing freely. To add some marks to their drawings, which they give meaning to. For example: "That says mummy."						
		To sequence events from the story. To compose captions for the pictures. *Put a number of pictures from the story into time sequence. *Say a sentence to match the picture.	To given meaning to the marks that I make. To add some marks to their drawings, which they give meaning to. For example: "s for snail", or their name. Using the information gathered whilst looking at snails (pictures too), create some spiral mark making like a snail shell. Draw and label a snail - add initial sounds where possible.	To give meaning to the makes I make. *Draw their favourite part of the story. *Use new vocabulary to describe what is happening in their picture.	To add some marks to their drawings, which they give meaning to. For example: "t for tail", or their name. Collect worms and create a class wormery. Talk about what they see. Draw a worm and adding a label with marks and initial sounds where possible.	To write some or all of their name. To give meaning to the marks I make, drawing a picture of their favourite part of the story/visit. *Recount events from the visit. *Use bottle tops & name cards to sequence the letters for their name. N2 - begin to write names with pens/pencils.	To develop own ideas to tell a story. *Use the story format to create an alternative/follow on version - developing new characters/plot ideas. *Tell our own version of the story. To sequence the lifecycle of a butterfly. *Cut and sequence pictures for the lifecycle of a butterfly. Compose captions for the diagram.	To give meaning to the marks that I make. To add some marks to their drawings, which they give meaning to. For example: "s for snail", or their name. *Create and draw their own minibeast and use their growing vocabulary to talk about its features and actions. *Label their creation - adding marks and initial sounds.

SUMMER 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
RECEPTION	GUIDED READ	Snail Trail To repeat words and phrases from familiar stories. To recall the events of the story in sequence. To identify and show understanding of positional and descriptive vocabulary in the text. *Use positional language & adjectives from the story to retell the main events. *Sequence the events of the story. *Comment on what's happening in the story. *Recall the main events and what will happen next.	Are you a snail? To know that non-fiction books can be used to find information. To extend subject specific vocabulary. To identify the features of a fact file. *Recall the information about snails derived from the text. *Focus on subject specific vocabulary and explain meaning. *Identify features of a sentence - capital letters, full stops, makes sense to share information. *Look at the fact file at the end of the text. Notice features.	Twist & Hop, Minibeast Bop To demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary. To use & understand recently introduced vocabulary during discussions about stories & rhymes. *Recall the main events from the story. *Ask & answer questions about the story - Why was the snail going to be late? What was special about the butterflies? How was snail able to get there in time? *Find all of the words which describe how the minibeasts moved.	Yucky Worms/Wiggling Worms at Work To know that non-fiction books can be used to find information. To extend subject specific vocabulary. To identify the features of a fact file. *Recall the information about worms derived from the text. *Focus on subject specific vocabulary and explain meaning. *Talk about the worms we have observed in the school grounds/class wormery and extend the information we have learned with what we have observed. *Demonstrate understanding by linking the information in books to their own experiences.	Norman the slug with the silly shell To engage in extended conversations about stories, learning new vocabulary. To use non fiction text to find out about the lifecycle of a butterfly. *What is the problem? How is it solved? What interesting things does the author include to make it a good story? What's their favourite part of the story? Why? What do they think of Norman? *Look at non-fiction text to find key vocabulary to include in their butterfly diary.	Norman story writing/Caterpillar Butterfly To know that non-fiction books can be used to find information. To develop subject specific vocabulary. *Recall the information about butterflies and caterpillars derived from the text. *Focus on subject specific vocabulary and explain meaning. *Talk about the butterflies we have in the classroom and extend the information we have learned with what we have observed. *Demonstrate understanding by linking the information in books to their own experiences.	Flip Flip Minibeasts To say some of the words in songs and rhymes. To develop their phonological awareness, so that they can: spot and suggest rhymes. To use & understand recently introduced vocabulary during discussions about stories & rhymes. *Hear & identify rhyming pairs. *Talk about what they have read and express their feelings about the different minibeasts created in the text. *Notice the similarities to the riddles we created in the spring term - written in the first person.
	GUIDED WRITE	To write their first name, with correct formation. To ascribe meaning to marks. I form recognisable letters to represent sounds in my writing.						
		To write a caption/sentence to match a picture. To use new descriptive vocabulary from the story. *Write a caption to match each picture from the story, finishing with an adjective - i.e. He went through the tunnel. Very gloomy.	To recall and write information about snails. To use subject specific vocabulary. *Create a snail fact file including a labelled picture and a number of facts. *Complete a poster for snails - snail dangers (thrushes, foxes, humans, grit/poison)	To write about how Christians & Jews believe God created the world. To write sentences using the new vocabulary - verbs. * RE link Complete grid showing the sequence of how God created the world - Drawing creations & writing captions. *Children write sentences to match pictures from the story, i.e. Slugs slither on the slime.	To recall and write information about worms. To use subject specific vocabulary. To write instructions using bossy verbs. *create a worm fact file. *After making a wormery for the class, write instructions for making a wormery.	To draw a story map to match the text and use it to retell the story. To write a diary entry. *Draw picture story maps of the key events in the story. *Use their map to retell the story to a friend/the group. *Look closely at the developing caterpillars to butterflies. Complete a diary entry to match a dated transition and photograph in the lifecycle of our butterflies. *Recount events from the visit.	To develop own ideas to tell a story. To represent a story in pictures. * Create an alternative version of the story and retell together. *Children write a section of the story for the class story. To write labels & captions. *Cut and sequence pictures for the lifecycle of a butterfly. Match labels to the diagram and write a caption for each stage based on their observations of our class butterflies too.	To write a label or sentence to match a picture. To compose riddles to identify animals. *Design their own minibeast and write a description about it. *Write their own riddle for a minibeast of their choice.

SUMMER 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		D&T Week	Fiction	Non-Fiction	Non Fiction	Fiction	Non-Fiction	Fiction
								
Key Vocabulary		fruit salad, fruit names, real, canned, fresh, jelly, jams, grows, trees, crunchy, chopped, helpings, wonderful, sighed, thoughtfully, yummy, yummiier	seaside, picnic, train, armbands, bathing, waves, paddling, dash, seagulls, rough, splash, shells, stones, moat, tunnel, kites, cricket, bury, rockpool, seaweed, crab claw, speedboat, donkey	Then, now, past, history, resorts, pier, modern, old, funicular lifts, promenade, stroll, amusements arcades, postcards, souvenirs	Seaside animal & plant species, cliff, beach, rocks, rockpool, shellfish	Lighthouse, shipwreck, sinking, storm, rescue, stranded, parlour, cellar, drowned, past	lifeboat, crew, rescue, safety, emergency, ramp, volunteer, save, difficulty, sea, lakes, rivers, floods, weather, first aid, station, slipways, coastguards, charity, kit, life jacket, flag, capsized, inflated, shore, equipment, helicopter, lifeguards, coastguards	verbs
NURSERY	GUIDED READ	To ask questions about the book. Make comments and shares their own ideas. To pay attention and respond to the pictures or the words. To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.						
		To engage in extended conversations about stories, learning new vocabulary. To recall the main events in sequence. *Recall the main events from the story. *Explore the familiar theme within the story plot and think about what Oliver learned. *Learn about where fruits and vegetables come from using story text/non-fiction text.	To recall the main events in sequence. To relate what they have read to their own experiences. *Comment on what's happening in the story. *Recall the main events and what will happen next.	To know that non-fiction books can be used to find information. To talk about what has been read using a developing vocabulary. To notice some print, such as the first letter of their name, letter sounds they have been learning in phonics. *Recall the information about seaside holidays in the past derived from the text. *Talk about their visits to the seaside and think about how they are similar/different to those in the past.	To know that non-fiction books can be used to find information. To talk about what has been read using a developing vocabulary. *Recall the information about seaside wildlife derived from the text. *Focus on subject specific vocabulary.	To engage in extended conversations about stories, learning new vocabulary. *Recall the main events in the story. *What is the problem? How is it solved? What interesting things does the author include to make it a good story? What's their favourite part of the story? Why? What do they think of Gracie and her kitten?	To know that non-fiction books can be used to find information. To talk about what has been read using a developing vocabulary. To notice some print, such as the first letter of their name, letter sounds they have been learning in phonics. *Recall the information about lifeboat crew derived from the text. *Focus on subject specific vocabulary.	To say some of the words in songs and rhymes. To notice some print, such as the first letter of their name. To develop their phonological awareness, so that they can: spot and suggest rhymes. To engage in extended conversations about stories, learning new vocabulary. *Hear & identify the rhyming pairs. *Clap the syllables of the minibests names. *Talk about what the animals do in the story. Notice words which describe the way they move/behave.
	G. WRITE	To use subject specific vocabulary. *Draw their fruit kebab design and talk about what they will use/how they will make it.	To give meaning to the marks that I make. To add some marks to their drawings, which they give meaning to. For example: "s for snail", or their name. *Draw a picture of a day at the seaside & talk about what they have drawn.	To begin to write my name. To give meaning to the marks that I make. *bottle tops, small parts representations. *Writing names (N2) *Draw a picture of our sports day & talk about what they have drawn.	To give meaning to the makes I make. To add some marks to their drawings, which they give meaning to. For example: "s for snail", or their name. *Draw a picture of a seaside creature & talk about what they have drawn. Label their picture.	To give meaning to the marks that I make. *Weather forecast symbols/matching to activities.	To begin to write my name. *bottle tops, small parts representations. *Writing names (N2)	To give meaning to the marks that I have made. To add some marks to their drawings, which they give meaning to. For example: "s for snail", or their name. *Draw their favourite part of the story & talk about what they have drawn. Label their picture.

SUMMER 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
R E C E P T I O N	G U I D E D R E A D	To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.						
		Olivers Fruit Salad To demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary. To extend subject specific vocabulary. *Recall the main events from the story. *Explore the familiar theme within the story plot and think about what Oliver learned. *Learn about where fruits and vegetables come from using story text/non-fiction text.	Lucy & Tom at the Seaside To engage in extended conversations about stories, learning new vocabulary. To demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary. *Recall the main events from the story. *Ask & answer questions about the story. *Demonstrate understanding by linking the information in books to their own experiences.	Seaside Holidays Then & Now To know that non-fiction books can be used to find information. To extend subject specific vocabulary. *Recall the information about seaside holidays in the past derived from the text. *Focus on subject specific vocabulary and explain meaning. *Demonstrate understanding by linking the information in books to their own experiences - sorting seaside now & then items.	Seaside Plants & Animals To know that non-fiction books can be used to find information. To extend subject specific vocabulary. *Recall the information about seaside wildlife derived from the text. *Focus on subject specific vocabulary and explain meaning. *Demonstrate understanding by linking the information in books to their own experiences.	Gracie the Lighthouse Cat To engage in extended conversations about stories, learning new vocabulary. To demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary. *Recall the main events from the story. *Ask & answer questions about the story. *What is the problem? How is it solved? What interesting things does the author include to make it a good story? What's their favourite part of the story? Why? What do they think of Norman?	Lifeboat Crew Member To know that non-fiction books can be used to find information. To extend subject specific vocabulary. *Recall the information about lifeboat crew derived from the text. *Focus on subject specific vocabulary and explain meaning. *Identify the different features of non-fiction text - labels, captions, text boxes, headings, sub-headings, contents, glossary.	What the Ladybird Heard at the Seaside To repeat words and phrases from familiar stories. To engage in extended conversations about stories, learning new vocabulary. *Talk about the rhythm & rhyme in the text. *Discuss the opening, problem, resolution of the story.
	G U I D E D W R I T E	To form lower-case and capital letters correctly.						
		To spell words by identifying the sounds and then writing the sound with letter/s.						
		To write a caption/sentence to match a picture. To use subject specific vocabulary. Write a caption about the fruit for the fruit kebabs. Create and label their fruit kebab design.	To write a recount about a visit to the seaside. To write a postcard message for a special person in the class. *Write about their own visits to the seaside. *Writing postcards linked to our RE learning.	To recall and write information about seaside holidays in the past. To write a recount about sports day. *Write captions to explain pictures from seaside holidays in the past. *Write about their experiences on sports day.	To recall and write information about seaside plants & animals. To use subject specific vocabulary. *Write information about seaside plants & animals (using past knowledge from writing fact files about minibeast.)	To develop own ideas to tell a story. To write their own seaside story, with a beginning, middle & end or opening, problem, resolution. *Draw a story map/create a picture plan to show their ideas for their story. *Use the story map/plan to write their own story.	To write labels and captions. To recall & write information about coastguard rescue. To use subject specific vocabulary. *Weather forecast symbols, labelling and say when safe/not safe to go out to sea. *Writing about coastguard rescue/lifeboat crew.	To write a recount. To write a poster about staying safe at the seaside. *Write a recount about our visit to the park. *Create a poster about staying safe at the seaside.